Institutionalizing Continuous Quality Improvements (CQI)

Institutionalizing Whopping Big Quality Improvements (W BQI) & The CIO’s Role

CCCCIO Conference
Student Success Through Quality Educational Practices

San Diego, California

October 28, 2010

Presentation by: David Longanecker
President, Western Interstate Commission for Higher Education (WICHE)
Total Quality Management – Continuous Improvement

- Booz-Allen: Stable State Management System
- Not a crisis management strategy

Your challenge

- 50 percent productivity gain almost immediately
- Productivity gain = Quality improvement
50% Doesn’t Happen With Incremental Change.

Einstein’s definition of insanity: “Doing the same thing over and over again and expecting different results.”

Not throwing all out, and starting anew,

But almost!

Your term – “substantive change”

The Case for Whopping Big Change
AASCU’s TOP TEN ISSUES

1. State’s Fiscal Crises
2. President Obama’s American Graduation Initiative
3. Tuition Policy and Prices
4. Enrollment Capacity
5. State Student Aid Programs
6. Federal Focus on Community Colleges
7. Expansion of Statewide Data Systems & New Reporting Metrics
8. Veterans Education
9. College Readiness
10. Teacher Effectiveness
AASCU’s TOP ISSUES Revised

The Fiscal Crisis: State Support, Tuition Policy & Prices, Student Aid

Student Access & Success: Enrollment Capacity, Veterans Education, the Graduation Initiative

Educational Improvement: College Readiness, Focus on Community Colleges, & Teacher Effectiveness

Accountability: Data Systems and Reporting Metrics.
The Case for Change

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The Case for Incremental Change

A World of Change

Financing the Enterprise
- Europe and the US – Hurting
- The Rest – No Problem

Student Access
- Asia Expanding
- Europe Filling Emptying Seats (AEBE)
- In the U.S.
  - Heavy policy thrust to “access to success”,
  - But subtle erosion of access in some places (CA)
The Case for Incremental Change

A World of Change
- Educational Improvement
  - The Bologna Process
  - International Comparisons/ Building the Best
  - In U.S.
    - focus on completion
    - emerging agenda on student learning outcomes

Accountability
- Around the World --OECD Comparisons, AHELO
- In U.S.
  - focus on aligning with “educational improvement” efforts
  - thrust toward performance funding
The Case for Whopping Big Change
An Emerging Perfect Storm

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
The Liberal Borrowings

Knocking on the College Door (WICHE)

Beyond Social Justice (WICHE)


State Higher Education Executive Officers (SHEEO), SHEF Report, February 2010.
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Relationship Between Educational Attainment, Personal Income, and Economic Strength

Source: NCHEMS

State New Economy Index (2002)

- Top Tier
- Middle Tier
- Low Tier

Percent of Adults Age 25-64 with a Bachelor’s Degree or Higher
Percent of Population Ages 25-64 with a Bachelor’s Degree or Higher

Source: U.S. Census Bureau, 2007 American Community Survey. Via NCHEMS
Percent of Population Ages 25-64 with an Associate Degree

Source: U.S. Census Bureau, 2007 American Community Survey. Via NCHEMS
Differences in College Attainment (Associate and Higher) Between Younger and Older Adults - U.S. and OECD Countries, 2005

Differences in College Attainment (Associate and Higher) Between Younger and Older Adults - U.S., 2005

Source: U.S. Census Bureau, 2005 ACS
The White Caps on the First Wave

- We’ve Been A Leader
- But Slip-Sliding Away
  - Losing Ground:
    - The West, and California in particular, are the U.S. Problem
    - Falling Internationally
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Figure 3.9. Public High School Graduates in the West by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

Figure 3.15. Public High School Graduates in the South by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

WICHE Projections of High School Grads

High School Graduation Rates - Public High School Graduates as a Percent of 9th Graders Four Years Earlier, 2006

Source: Tom Mortenson, Postsecondary Opportunity Via NCHEMS
College-Going Rates – First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2006

Source: Tom Mortenson, Postsecondary Opportunity Via NCHEMS
Difference Between Whites and Next Largest Race/Ethnic Group in Percentage of Adults Age 25-34 with an Associate Degree or Higher, 2000

Source: U.S. Census Bureau, PUMS (based on 2000 Census), Via NCHEMS
Patterns of U.S. High School and College Participation and Completion by Age (Average Annual from 2005 to 2007)

- **High School Participation**
  - Earn High School Diploma or Equivalent – Levels off at Age 21

- **Undergraduate College Participation**
  - Peaks at Age 19, Levels off at Age 30

- **Complete Undergraduate College Degree**
  - Peaks and Levels off at Age 31

We are left with **13 percent** of adults with no high school diploma, and **60 percent** with no college degree.

Note: Includes associate and bachelor’s degrees, but not certificates.

Source: U.S. Census Bureau, 2005-07 American Community Survey (Public Use Microdata Sample)
Those with whom we have succeeded are declining
Those with whom we have not succeeded are increasing
“Average” won’t sustain us, and may not even be achievable
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Life could have been worse


Note: Net tuition revenue used for capital debt service is included in the above figures. All figures are adjusted by SHEEO Higher Education Cost Adjustment (HECA).

Source: SHEEO, SHEF 2008
Revenues Per Student from Net Tuition, State, & Local Appropriations Public Research

Revenues Per Student from Net Tuition, State, & Local Appropriations Public Masters and Baccalaureate

Revenues Per Student from Net Tuition, State, & Local Appropriations Public 2-Year

<table>
<thead>
<tr>
<th>State</th>
<th>Revenues Per Student</th>
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<tbody>
<tr>
<td>Wisconsin</td>
<td>$14,117</td>
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<tr>
<td>Hawaii</td>
<td>$12,991</td>
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<tr>
<td>West Virginia</td>
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### Projected State and Local Budget Surplus (Gap) as a Percent of Revenues, 2016

<table>
<thead>
<tr>
<th>State</th>
<th>Projected Surplus (Gap) as a % of Revenues in 2016</th>
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<tbody>
<tr>
<td>Maryland</td>
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<td>Maine</td>
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**Source:** NCHEMS; Don Boyd (Rockefeller Institute of Government), 2009 Via NCHEMS
State Tax Capacity & Effort
Indexed to U.S. Average

Source: State Higher Education Executive Officers (SHEEO)
Productivity: Total Funding per Degree/Certificate (Weighted*, 2006-2007)

*Tuition and Fees
State and Local

Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Prospects look bleak for much more in the short term

New Normal suggests a very different future than past.

Triage often sacrifices the most vulnerable
Demographics present a challenge, all else being equal.

The finances are perilous.

We have been educationally competitive, which has made us economically competitive and comparative just, but:

- Were slipping
- And the good life has not been equitably distribute
- Public Policy inconsistent with the times or their needs
Creating a New Business Model – What I Hear & See

Who Will Lead – Academic Leaders or Other Leaders?

From the Community College “Community”

ACCT: Governance Institute fro Student Success. “Focus on training for trustees & presidents” Ed week.

Foundations: Achieving the Dream & the like – mostly top down through data driven reform
Creating a New Business Model – What I Hear & See

Who Will Lead – Academic Leaders or Other Leaders?

From Community College Academics
- Denial -- “They’re counting wrong”
- Dismay – “We’re going down”
- Boutique un-scalable “success initiatives”

But, on the bright side
- Equity Scorecard work From USC (mostly California)
- NCAT work on remedial mathematics (no California)
- Hewlett projects (albeit boutique)
- New Gates grant – potentially including California
Creating a New Business Model – What I Hear & See

Other creative ideas on the table

- Less is more
- Charging Tuition, for God’s sake
  - Generates revenue
  - Puts some stake in the game for students
  - Doesn’t cost the most needy any more
- Pricing by priority
  - Currently in place for resident/non-resident
  - Why not for core versus luxury
  - Why not for high-value/high-return programs
- Dropping programs with little or no value added
  - Where success is too low to justify
  - Where ROI is too low to justify
TRIAGE happens, whether intentional or not.

- Lack of course availability
- Low success rates
  - In remedial/developmental
  - In college level coursework
  - Particularly in STEM field
  - And indefensibly biased by race/ethnicity

Justifiable within current business model

- Can’t afford more courses
- Can’t support resources necessary for course success

But unjustifiable in support of Community College Mission

So must create a new business model
Evidence based – data driven

Improvement imperative – Whopping big in the short term, continuous improvement, on benchmarks achieved.

Well, nearly continuous improvement. Recognize periodic perturbations.

Take reasonable risk & expect some failure.
Creating a New Business Model – Tenets of A New Way

- Eliminate what can’t be done well enough.
- Be genius – borrow generously.
- Reward success and champions of success (make performance count for regular folk).
- Make this work fun
  - We work live, not live to work.
- Don’t have too many tenets
That's all there is; there is no more.

Enough Already